

## THE CORRELATION BETWEEN HABIT OF WATCHING ENGLISH MOVIES AND VOCABULARY MASTERY OF THE TENTH-GRADE OF SMAN 1 KUTA SELATAN IN ACADEMIC YEAR 2020/2021

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### ABSTRACT

The objective of this study was to find out the significant correlation between students' habit of watching English movies and vocabulary mastery of the tenth-grade of SMAN 1 Kuta Selatan in academic year 2020/2021. The sample of this research were 38 students of SMAN 1 Kuta Selatan. For collecting the data, there were two instruments used which were a questionnaire to find out the students' habit of watching English movies and the multiple-choice test item for vocabulary mastery. The questionnaire used included aspects such as frequency, repetition, and automatic behaviour of habit of watching English movies, while the multiple-choice test item consisted of noun, verb, pronoun, and adjective. The SPSS 23.0 program was used to analyse the data. The result of Pearson Product Moment showed that the r-counted was 0.707. It lied between 0.600-0.800 which was in a sufficient level. It showed that there was a positive and significant correlation between students' habit of watching English movies and vocabulary mastery of the tenth-grade of SMAN 1 Kuta Selatan in academic year 2020/2021.

**Keywords:** correlation, watching movies, vocabulary mastery

### ABSTRAK

*Tujuan dari penelitian ini adalah untuk mengetahui hubungan yang signifikan antara kebiasaan siswa menonton film berbahasa Inggris dengan penguasaan kosakata siswa kelas sepuluh SMAN 1 Kuta Selatan tahun ajaran 2020/2021. Sampel penelitian ini adalah 38 siswa SMAN 1 Kuta Selatan. Untuk mengumpulkan data, ada dua instrumen yang digunakan yaitu angket untuk mengetahui kebiasaan siswa menonton film berbahasa Inggris dan item tes pilihan ganda untuk penguasaan kosakata. Kuesioner yang digunakan meliputi aspek-aspek seperti frekuensi, pengulangan, dan perilaku otomatis dari kebiasaan menonton film berbahasa Inggris, sedangkan soal pilihan ganda terdiri dari kata benda, kata kerja, kata ganti, dan kata sifat. Program SPSS 23.0 digunakan untuk menganalisis data. Hasil Pearson Product Moment menunjukkan bahwa r-hitung adalah 0,707 yang terletak antara 0,600-0,800 dan dikategorikan pada level yang cukup. Hal ini menunjukkan bahwa ada hubungan positif dan signifikan antara kebiasaan siswa menonton film berbahasa Inggris dengan penguasaan kosakata siswa kelas X SMAN 1 Kuta Selatan tahun ajaran 2020/2021.*

**Kata kunci:** korelasi, menonton film, penguasaan kosa kata

### INTRODUCTION

Vocabulary is one of the English components that needs to be mastered by the language learners. Learning a new language requires many vocabularies to utilize. into four language skills such as listening, speaking, reading, and writing. In

other words, students will be able to produce many sentences easily if they have adequate vocabulary. On the other hand, it is difficult for learners to express their opinions, ideas, and feelings if they have limited vocabulary. Using proper vocabulary to express their ideas will be

tough, let alone using rich vocabulary for more academic contexts. Therefore, teaching vocabulary is a priority in learning English besides grammar and pronunciation.

According to Dellar and Hocking in Sukrina (2013), the greatest increase will be seen if more words and expressions are learned. If students learn more words and expressions they will improve greatly. Even if students' grammar is excellent, they will not be able to communicate their language without a wide vocabulary.

It is a goal in every language teaching to make learning easy, fast and effective. To teach students' mastery in vocabulary, both teachers and students need a specific action. The action involves learning strategies which are possible to help the them to study vocabulary. Generally, there are two learning strategies that the students can do to learn new vocabulary, such as conventional and visual strategies. The conventional strategy is the plainest strategy that is often used by the teachers in teaching vocabulary. The teacher presents a new word and simply tells its meaning. However, in implementing this strategy, the process requires much time for the teacher needs to introduce every new word one by one. Whereas, visual strategy means the teachers can use learning aids such as pictures or diagrams alongside the word. It is usually used to show relationship of known and unknown or synonym and antonym of the word (Philips, 2016).

Students' habit of watching English movies is possibly a way to enrich their vocabulary. The learning process may not always be done in the class but anywhere. They also do not always need to face to face meeting with the teacher to learn vocabulary. As cited in Zulfa (2018), phrases and expressions which are used in

movies are often based on real contexts, thus students are provided with authentic materials to help them differentiate between the real-world context and the textbook context. For this matter, English teachers can make use of students' interest in watching English movies to adapt in classroom settings.

Movie is one of the audio-visual aids that contains pictures and voice so the students can see and hear directly. Webb (2010) states that students can enhance their vocabulary awareness by making use of films or movies in the classroom. Both teachers and students can benefit from movies in classroom. It can make the students' pronunciation and intonation much better, send clear messages, values and ideas, save the teachers' energy, increase learning motivation, increase the quality of teaching and learning processes. Thus, by using movies, the students are hoped to take pleasure in learning English vocabulary

The habit of watching movies also plays a critical role. It makes students willing to learn the language, especially vocabulary. Therefore, the students should have a definite schedule for it in order to make it as a positive habit. By doing it regularly, the students may get new vocabulary input, grammar, intonation, pronunciation and how to use them in real contexts to help developing language skills. When watching movies, students may find problems with structure and unfamiliar vocabularies. Then, they can look the meanings in the dictionary. Indirectly, the students can study deeper about its meaning and how to use it, from unknown to known.

Therefore, the researcher is interested in conducting research to determine how the corelation between habit of watching English movies and vocabulary mastery. of

the Tenth-Grade of SMAN 1 Kuta Selatan in Academic Year 2020/2021.

## RESEARCH METHODS

This research belonged to correlation design. In this research, the researcher applied a quantitative research approach. The quantitative approach was a process of getting knowledge by using numeric data as an instrument to explain the subject.

The population of this research were all of the students in the tenth-grade students of SMAN 1 Kuta Selatan with 10 classes which comprised 332 students all together. The researcher used purposive sampling for this research. The criteria chosen in this sample are those who had a habit of watching movies, to help determine whether students who had the habit of watching movies could master vocabulary well. With purposive sampling, the researcher could choose the samples that were representative enough for the population. The researcher took 38 students as the sample of this study.

The first instrument used was a questionnaire. It was used for collecting data from respondents' movie watching activity. The test of vocabulary mastery was in the form of multiple-choice test item. In this research, the respondents were supposed to answer 20 items. The data of students' vocabulary mastery was taken by using multiple choice test item with four alternative answers each.

Before administering the test, the researcher tried it out in a different school where the students' ability was equivalent to the samples. The researcher did it at SMAN 2 Kuta. There were 80 questions multiple choice test for the try out. After the try out, it was found 40 questions valid items to be used as the instrument used to

collect the data. The data were gathered online.

In analysing the data, pre-requisite tests and hypothesis testing were required, starting from normality testing, homogeneity testing, Pearson Product Moment Correlation and ttest.

Pearson's product moment correlation coefficient or Pearson's  $r$  is used to measure of the linear relationship between two interval or ratio variables and it can have a value between -1 and 1. To interpret the result of the correlation of two variables, the researcher used the crude criterion to evaluating the magnitude of coefficient as follows:

Table 1  
The Interpretation of Correlation

The r Score Scale	Interpretation of r Correlation
0.800 – 1.00	High
0.600 – 0.800	Sufficient
0.400 – 0.600	Fair
0.200 – 0.400	Low
0.000 – 0.200	Very Low

adopted from Arikunto (2010: 319)

## FINDING AND DISCUSSION

The data gathered to find out the correlation between students' habit in watching English movie and vocabulary mastery of the tenth-grade students of SMAN 1 Kuta Selatan were collected by administering two research instruments which were vocabulary test and questionnaire. The results can be seen in table 2 as follows:

Table 2  
The Tabulation of Students' Score

Sample	Habit Watching English Movie (X)	Vocabulary Master (Y)
Sample 1	80	80
Sample 2	88	78
Sample 3	82	75
Sample 4	84	76
Sample 5	90	82
Sample 6	98	75
Sample 7	85	75
Sample 8	84	84
Sample 9	85	80
Sample 10	94	88
Sample 11	100	92
Sample 12	90	85
Sample 13	75	68
Sample 14	89	88
Sample 15	92	85
Sample 16	77	60
Sample 17	91	88
Sample 18	85	85
Sample 19	100	95
Sample 20	100	98
Sample 21	84	75
Sample 22	90	88
Sample 23	84	85
Sample 24	88	78
Sample 25	92	80
Sample 26	87	82
Sample 27	79	79
Sample 28	90	88
Sample 29	89	82
Sample 30	86	86
Sample 31	99	90
Sample 32	85	75
Sample 33	95	85
Sample 34	80	84
Sample 35	79	80
Sample 36	88	78
Sample 37	82	75
Sample 38	84	76
<b>TOTAL</b>	<b>3.330</b>	<b>3.103</b>

After calculating all the samples' final scores of Watching English Movie Habit and Vocabulary Mastery, the data analysis of this study was carried on investigating the correlation between both variables. The researcher used statistical computation assisted by IBM SPSS Statistic 23.0 to analyze the data.

According to Pallant (2007:62) when the result of data was more than 0.05 indicates normality, meaning the data was assumed to be normal. It was found that probability number (Asymp.sig) of habit watching English movie in Kolmogorof-Smirnof was  $0.200 > 0.05$  and probability number of habit watching English movie in Shapiro-Wilk was  $0.247 > 0.05$  which means that the data distribution was normal. In addition, the homogeneity was 0.115 meaning that  $0.115 > 0.05$ . According to Gray and Kinnear (2012:188) when the result of homogeneity was greater than 0.05, it means the variances could be assumed as homogenous.

Table 3  
Correlations

		Habit Watching Movie (x)	Vocabulary Mastery (y)
Habit Watching Movie (x)	Pearson Correlation	1	.707**
	Sig. (1-tailed)		.000
	N	38	38
Vocabulary Mastery (y)	Pearson Correlation	.707**	1
	Sig. (1-tailed)	.000	
	N	38	38

\*\* . Correlation is significant at the 0.01 level (1-tailed).

Based on table 3 above, the data showed that correlation coefficient was 0.707 and significance value (p) was 0.000. Hence it could be concluded that there was a positive and significant correlation between two variables. The correlation between x and y variables were considered as sufficient correlation because the score scale was  $0.707 > 0.600$  (Arikunto, 2010:319).

Furthermore, when compared to r-table with  $N = 38$  ( $\alpha = 0.05$ ) which was 0.320, it showed that r-counted which was 0.707 was bigger than 0.320. It meant that the correlation between the students' habit in watching English movies and their vocabulary mastery was positive and significant.

## CONCLUSION AND SUGGESTION

The research findings lead the researcher to conclude that this study was successfully done. As mentioned in the previously, this present study was proposed to find out how the correlation between students' habit in watching English movie and their vocabulary mastery of the tenth-grade students in SMAN 1 Kuta Selatan.

The data analysis showed that both data of this study was normal. The normality of watching English movie habit is at

significant 0.200 which is bigger than the value 5%. It also happened on normality of vocabulary mastery which at 0.125 that bigger than the value 5%. This data was also supported by the normality chart which the result seen like a bell. The homogeneity of data was at 0.115 which also bigger than the value 5%. It means that the data was homogenous.

The researcher also found there was a positive and significant correlation between both variables. It was considered sufficient.

In relation to the result of the study, the English teachers are suggested to give more attention to the students' vocabulary mastery. Providing some English movies in class to boost the students' interest of learning English would be an outstanding idea. Giving simple or short English movies and make this as a habit also has some benefit of students. One of which is to help them in mastering vocabulary. Furthermore, the English teachers can create an interesting lesson which is relevant to the students' need especially when learning vocabulary.

The English students are also suggested to pay more attention on their own learning. They also can watch English movies at their own in order to learn vocabulary. Making it as a habit has a good impact in learning vocabularies. Thus, they should keep responsibility in their study.

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